

**Reviews, Historical Background,
and Linguistic Analysis
of the *Phonovisual Phonics Charts***

Prepared by Donald L. Potter

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www.donpotter.net

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This brief research paper was originally prompted by success I experienced in 2006 teaching phonics with the two *Phonovisual Phonics Charts*. My college training in structural linguistics and my years of experience teaching beginning reading with various phonics methods alerted me to the fact that the *Phonovisual Method* is a truly *Universal Method* for teaching the phoneme-to-grapheme (sound-to-symbol) relationships of written English to beginning reading students. While designed to teach basic phonics to young students learning to read with the then popular (1942) sight-word methods, the method has proven highly effective for use alongside any phonics method a teacher may be using. I have used the program continuously from 2006 to 2018 as of this revision. I can still recommend it as the best program for teaching the sound-to-symbol associations.

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Review 1: From Charles Walcutt's *Reading: Chaos and Cure* (1958), pp. 135 – 137.

A third experiment comes from Bethesda, Maryland, where Lucille Schoolfield and Josephine B. Timberlake have been having extraordinary success, since 1944, with the Phonovisual Method, which they say “enables even a first-grade child, after mastering the consonants and vowels, to read and spell from 400 to 500 words without study,” In eleven years at the Primary Day School, where the method is practiced and demonstrated, they have never had a non-reader, although they have made good readers of many children with whom other schools had failed previously.

We say “extraordinary success,” although it is not really that; it is what ought to be happening in every school in the country. It should not be considered unusual for children to be able to read and spell from 400 to 500 words without study. If you will look at the list of the thousand most frequently occurring words in English in the Thorndike Wordbook, you will realize that they are words many three-year-olds know. In the *second* 500 words most frequently used, according to the Thorndike count, starting at random in the list you find; *sad, safe, salt, sand, sat, season, seat, seed, seek, seize, self, sell, separate, service, settle, seven, shade, shake, shape, sheep, shine, show, shop, shore*. The only tricky word there is *seize*, but an average six-year-old would know it and many others not on this list.

A trained observer, watching this system in practice recently, found that results were about the same in a private day school as in a crowded old school in a depressed area. In both he saw eager six-year-olds playing tricks on and with words. “At teacher’s request they would write the change that made *feet* say *feed*, and then make *feed* say *seed*. They were thinking up their own tricks, too.” In the second grade of the depressed area school, he saw Phonovisual veterans trying to stump each other with big words like *educational, department, and recommendations*, which they had brought to school and written on the board. These classes use adult vocabularies, read serious and interesting material, and seem to have an unusual degree of poise and self-confidence.¹

The system emphasizes quick recognition of words, the development of a sight vocabulary, and fluency and ease in reading; it develops these qualities because from the first day of school “sounds are anchored to letters,” Between the two schools there was no “meaningful difference” in achievement. Both show results that are “unbelievably high” and absolutely valid statistically.² Here there is no nonsense about reading readiness or giving children from depressed homes “experiences” so that they will have something to read about. They just begin with letters and sounds, move very quickly into developing sight vocabularies, produce no reading problems, and surpass the national norm by many points.

The Phonovisual people have developed a simple spelling test of twenty words, with which they can diagnose any child’s phonic ability. The twenty words use all the letters in various combinations (*shape, teeth, while, zone, cute, sprang, swept, quick, etc.*); when the *Chicago Tribune* offered, during the summer of 1955, to “analyze” anyone’s child free, they were flooded with thousands of spelling papers that had been administered by anxious parents. The results were appalling. The Phonovisual people say that any child in the high second grade should be able to spell all twenty words easily. A retired teacher of thirty years’ experience wrote that the test was absurdly easy for any child of fourth grade or above—too easy to prove anything. She said that in the rural school where she taught,

the test could have been taken near the end of the first grade and passed. Yet a young contemporary teacher from another community wrote that the test was so hard as to be unfair. And a “dismaying number” failed to spell a single one of the twenty words correctly! Many other children spelled twenty words correctly, but many of the words they wrote down were not the words on the test. There were third-graders with high I.Q.s who could not read any of the words, fourth-graders who missed nineteen and in repeating the test did not spell a single word the same way twice. A child who had been graded “excellent” in reading and received all “S” for “satisfactory” in spelling put down *cat* for the word *shape*. Children with I.Q.s over 130, in fourth grade, missed fifteen and more of the twenty words. The 5,000 papers examined by the Phonovisual people revealed phonic inadequacies which, they said, could have been prevented without exception and could even then have been eliminated with a few weeks of concentrated phonic study.³

If the picture of Midwestern reading is frightening, the reader may take comfort in the knowledge that a workable system has proved itself beyond a shadow of doubt over more than eleven years, without having a nonreader or a non-speller. The method could easily be extended through the country. It would save billions of dollars worth of human resources that are now being wasted, Twelve years of observation have confirmed Miss Schoolfield and Miss Timberlake in their conviction that reading failure in the first three years causes emotional disturbances that make learning to read increasingly difficult as time passes. They mention this fact repeatedly in their literature, and we cite it as conformation of our own beliefs on the matter. Their own pupils, who are making such unusual process during their first year, impress visitors by their poise, assurance, and confidence in their abilities.

End Notes

¹CBE Bulletin, No. 5, December, 1956.

²Information about the *Phonovisual Method* may be had from Mrs. Marie Buckley, Principal, Primary School, 730 River Road, Bethesda, Maryland. (The Phonovisual web site is www.phonovisual.com. The Primary School is: www.theprimarydayschool.org.)

³See the *Chicago Tribune*, May 29, 30; June 14, and July 6, 1955.

Walcutt wrote in 1974, “We have noted children in the Lippincott (*Basic Reading*, 1963) program who had the introductory experience in kindergarten of Phonovisual preparation learn at a faster rate. Although Phonovisual training had taught them specifically only to deal with beginning and ending consonant sound and symbols, many of these children had generalized this information into the immediate decoding of whole words. *Teaching Reading: A Phonic/Linguistic Approach to Developmental Reading*, Walcutt, Lamport & McCracken. MacMillan Pub. 1974, page 114.

Review 2: From *Approaches to Beginning Reading, Second Edition*, by Robert. C. Aukerman, Wiley, 1984. pp. 128 – 136.

THE PHONOVISUAL METHOD

Origins

The Phonovisual Method resulted from a synthesis of the professional experiences of three teachers: the late Josephine Timberlake, a teacher of the hard of hearing and, at one time, Executive Secretary of the Alexander Graham Bell Association for the Deaf; the late Lucille D. Schoolfield, a speech correction teacher in the Washington D.C., schools; and Mrs. Marie Buckley, a primary teacher.

Timberlake received her early training at the Clarke School for the Deaf in Northampton, Massachusetts. While there (class of 1913), she learned of the value of the then-famous “Northampton Charts” as aids for the deaf and hard of hearing children who were learning to make correct speech sounds.

Schoolfield theorized that reading disability could be prevented by the use of a modification of the techniques she was using for speech correction.

Together, she and Timberlake, devised the Phonovisual Method and, with the help of Buckley, tested and refined their approach for use in classrooms with normal children. This was in the early 1940s, an era that stressed sight-word reading and showed widespread rejection of a phonics approach. However, the authors did not claim that their Phonovisual Method was a total approach to reading nor a substitute for the use of sight words in reading. They presented it as “a middle course between the old rote method of teaching phonics and the repetitious method of sight words.”

Materials and Method

Because the Phonovisual Method claims to provide a universally applicable battery of basic phonics skills so that any pupil who has completed the method can read successfully in any materials, there are no Phonovisual readers or basal textbooks. The basic components of the Method are the Consonant and Phonics Charts, described previously. There are large charts for the wall and small duplicates for seatwork. The Textbook for Teachers is relatively new (1978), written by Edna B. Smith, former Director of the Phonovisual Extension (teacher training and consultative) Service of the Primary Day School. The textbook provides not only the word for word routine for the three teaching “steps,” but also the extensive consonant and vowel word lists, and the eight phonics rules that are suggested to be taught.

Magnetic boards are used by the pupils in their practice with key word pictures and consonant cards.

New in 1981 are booklets of duplicating masters: “Let’s Work with Consonants” and “Let’s Build with Vowels.” They appear to be well-planned and attractive worksheets for the children. They may eventually supersede the workbooks that have been a part of the program for more than a decade. Seven card and board games are used for reinforcement and fun.

A series of six diagnostic tests are available for two purposes: (1) to test the phonics ability of children who come into the program with little or no instruction in organized phonics, and (2) to test the ability of Phonovisual pupils in transferring their phonics skills to independent reading, spelling, and writing.

Ruth Kane, Director of Tarleton School, a private school near Philadelphia (Devon, Pennsylvania) expanded the Phonovisual approach in her school. She and two other teachers, Carole Bardes and Patsy Bonafair, developed the Phonovisual Learning Game Books 1 and 2. Miss Kane told me that they did so “to introduce a variety of learning activities correlated with phonics.”

The books consist of 50 games; some are board games, some stand-up games, and some are laminated so the children can use grease pencils on the surfaces. The Tarleton School teachers also produced teacher’s lesson plans for each of the sounds involved in the games.

The *Phonovisual Method* is a sequential plan for training in auditory and visual discrimination stressing “correct” speech sounds.

There are four main steps in the method:

1. Learning to recognize initial consonant sounds. This is done through the use of the key pictures on the Phonovisual Consonant Chart. Children make a transition from the practice with the beginning sounds associated with the key pictures on the consonant chart to the beginning sounds of words in their preprimers and primers of the basal series.
2. Learning to recognize initial and final consonant sounds. This skill requires listening and the children are taught to “listen through the word”; identifying and writing both the initial and final consonant sounds.
3. Learning the vowel sounds is the third step and is accomplished through the use of the Phonovisual Vowel Chart. This requires rote memorization of vowel sounds, vowel diphthongs, and digraphs.
4. Advanced use of consonants and vowels. This fourth step involves the learning of the secondary spellings on the Phonovisual charts, and extensive structural analysis drill and practice on compound words, polysyllabic words, roots, prefixes, and suffixes.
5. The backbone of the method is its consonant chart and its vowel chart. These are absolutely basic pieces of equipment.

The backbone of the method is its consonant chart and its vowel chart. These are absolutely basic pieces of equipment.

“Teaching the First Step.” Consonants are taught by means of a chart consisting of the graphemes for the 26 consonant sounds matched to 26 corresponding key-word pictures. The printed symbols are arranged in a sequence which is thought to be scientifically determined. The first sounds taught are *p*, *wh*, *f*, *th*, and *t*. The large colorful consonant chart is always on display in the front of the room and serves as constant point of reference for both teacher and children.

For the first week or two, children are taught to listen to the slow, careful enunciation of the teacher. Directions warn teacher against distorting sounds in isolation. Teacher must be careful *never* to sound *p* in *pig* as “puh”; *k* in *key* should never be “kuh”; nor is the voiced sound *g* in *goat* formed as “guh”. To avoid such errors requires practice on the part of teacher as well as children.

Utilizing the experience of the founders in working with speech correction and lip reading, *Phonovisual* provides many effective suggestions for encouraging children to reproduce speech sounds correctly. Special attention is concentrated on the movement of the teacher’s lips. By so doing, the child can see as well as hear the sounds being spoken. He or she is then asked to imitate the teacher. This is followed by practice in which the teacher makes the lip movements but not the sound. The game of lip reading is quite popular with children.

The entire first column on the consonant chart is called the “breath” sounds and the children are encouraged to exaggerate the breath when working with the first five graphemes, “phhh” in *pig*; “whhh” in *wheel*; “fhhh” in *fan*; “thhh” *three*; And “ttt” in *top*. (Note that letter names are never used with the chart work).

Slow, careful repetition by the teacher, using games with lip reading, hand puppets which open their mouths wide when it is called for in the formation of the sound, and other clever devices provide group and individual practice and result in rote memorization of the first five consonant sounds—which *Phonovisual* designates as “breath” sounds. The *Phonovisual Textbook for Teachers* recommends that the first half hour daily should be on phonetic instruction using the charts and method, followed by a sight reading period of one half hour.

When the first five “breath” consonants have been memorized, the teacher introduces planned mistakes in the listening games. Each mistake is exaggerated so that the children can easily recognize it. It is the objective of *Phonovisual* never to have a child learn an error. Thus it is better for the teacher to produce the errors and to alert the children to distinguish and reject them.

The next step in this highly structured program is a review of the first five initial consonant breath sounds, followed by the addition of one new sound each day, or slower, depending upon the speed of the class. Inasmuch as the method makes use of whole group participation in learning, little provision can be made adjusting to individual differences without establishing several subgroups, each operating at a different speed.

Once the children have mastered the “breath” sounds in the first column, the “voiced” sounds in the second column are learned more quickly. The third column-resents the related consonants which have “nasal” sounds, and the fourth column presents related sounds.

“Teaching the Second Step.” After the consonant sounds have been learned by use the consonant chart, games, “Flipstrips” (key pictures with letter symbols), and consonant workbooks or worksheets, *listening through the word* is the next skill. The Skill Builders (packs of consonant and letter-symbol cards) are used by children. They build a column of consonant letters on the left side of their desks. The procedure is detailed in the Textbook for Teachers as: (1) dictate one-syllable words for the word lists, and (2) establish the order expected of the class. For example, dictate the word *pet*. The *p* is brought down to the middle of the desk; the missing letter dash is added; then the final

sound *t*. The child then returns the tickets to their proper position. This orderly procedure enables the teacher to quickly check all children. The main objective of this “second step” is to give pupils practice in cognition and use of initial and final consonant sounds.

“**Teaching the Third Step.**” The vowel chart at the front of the classroom now becomes the center of attention for at least half an hour daily. Inasmuch as the children have learned all the consonants, it now is a relatively simple task for them to learn the five vowels and to “tuck them in” between the consonants. Actually, this “tucking in the vowels” is one of the clever aspects of the *Phonovisual Method*.

The first vowel taught is “e”. It was selected because, when doubled, it is regularly the long sound. Thus, the key word, *tree* becomes the symbol for the long sound of either single or double “e.” The double “e” gestalt is easily recognized visually, and a phonogram pattern such as *see, seed, keep, peep, jeep, feet, sheep*, etc., is easily constructed by “tucking in the vowel” between previously learned consonants.

Secondary spellings are taught in words most frequently used in elementary level reading materials, but they are taught only after the pupils have attained independence in the use of the basic spelling patterns. Spelling is, therefore, one of the supporting skills in the *Phonovisual* system.

Blends are also taught through the use of the *Phonovisual Consonant Chart*, even though only slight attention is given to the routine of “break down the blend,” meaning to sound out the two or three consonant sounds that compose the blend. Syllabication and the teaching of compound words, prefixes, and suffixes complete the *Phonovisual Method* of basic phonics instruction.

The *Ontario Journal of Educational Research* (Spring 1965) reported an experimental study of the *Phonovisual Method* of teaching phonics. The study investigated the problem of the effectiveness of the method compared with the usual basal reader approach in grade two, with the usual three groupings according to reading ability. The results reported show superiority in spelling and in word attack skills for those pupils who learned the *Phonovisual Method*. As a result of the study and the further experimentation with the method during the 1963-1964 school year, all Kitchener, Ontario, teachers were advised to use the method.

A much more extensive study was undertaken in Pasadena (California) in 1964-1965. This was done in grades one through three. Experimental and control groups were set up with carefully selected pairs: 60 in the first grade, 68 in the second grade, and 54 in the third grade.

Those children who received *Phonovisual* training in the first grade were compared with those who did not receive such training. It was found that, of those matched pairs of first graders who were in the “superior” readiness group in September, 85% of those who had received *Phonovisual* training had reached their achievement potential or beyond by the end of first grade, contrasted with only 29 of the control group. At high normal and average levels of readiness, those receiving *Phonovisual* training were also significantly better than their paired counterpart in the control groups.

In the second grade, performance on vocabulary, comprehension, and spelling on the *California Achievement Tests* at the end of the year indicated significant differences at the .01 level in favor of the *Phonovisual* group.

At the end of the third grade, there was also a significant difference at the .01 level in favor of the *Phonovisual* group on the vocabulary and comprehension sections of the *California Achievement Tests*, with a difference in spelling at the .05 level.

Jean A. Trohanis, Area Coordinator for grades K-3 in the Hamilton Court (Chattanooga, Tennessee) schools, told me that the *Phonovisual* approach had just been introduced (in 1981) to 25 of the 27 area schools. I suspect this was done on her recommendation, for she wrote, "As a former kindergarten teacher, I highly endorse the *Phonovisual* system and have personally found it one of the easiest and most effective methods of teaching phonics."

Review 3: From *Tomorrow's Illiterates: The State of Reading Instruction Today*, Edited by Charles C. Walcutt, Council for Basic Education, 1961, pp. 152f.

The *Phonovisual* system, developed by Lucille Schoolfield and Josephine B. Timberlake, has had great success at the Primary Day School in Bethesda, Maryland, and in many other schools. The Primary Day School is a demonstration school with children chosen as a cross section, not a selected group. Mrs. Jane F. Hilder, formerly head of the George Washington University's Remedial Reading Clinic and of the District's Remedial Reading Center, studied the children at the school for two months and described the results achieved as incredible. I.Q.'s ranged from 75 to 143 and at the beginning of the second grade the children tested from 2.3 to 4.4 on the Metropolitan Test. On the Gray Oral Reading Test some scored as high as 5.2

The children start sight-reading the first week, a half-hour a day. At a different period, they have drill on phonics. Hung in the classroom are two deceptively simple charts, one for consonants and one for vowels, which present one spelling for each of the 43 sounds of English. The children learn the sounds through games and start spelling from dictation. At first only the initial consonant is written, with a line for the missing letters.

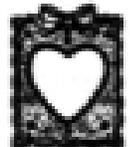
By Christmas the children can write initial and final consonants with a dash for the missing vowel sound of any regular one-syllable word. After Christmas they start on the vowels and soon are able to write 400 to 500 words without study simply by listening to the sounds. After spelling words from dictation, the children read them back. Irregular words are presented as "study" words and the children learn these with ease. Alternate spellings of the vowel sounds are learned later.

The phonic material is kept very simple, with almost no rules. No alternate spellings of the *sh* sound are given, for instance.

Here is a link to a study done in Schools in Pasadena CA.

<https://files.eric.ed.gov/fulltext/ED011498.pdf>

consonants

	p		b		m
	wh		w		qu
	f		v		
	ph				
3	th	this	th		
	t		d		n
	l				
	s		z		r
	sh				y
	ch		j		
	tch		g		
	k		g		ng
	c ck				n(k)
	x				
	h				

vowels



a-e
ay ai



ee
-e ea



i-e
-y igh



o-e
oa ow -o



u-e
ew



-a-



-e-
ea



-i-
-y



-o-



-ū-



aw
au a(ll)



oo



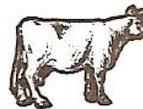
ur
er ir or



a(r)



oo
u



ow
ou



oy
oi



o(r)

Linguistic Analysis of the Phonovisual Phonemes
American Heritage Dictionary Respelling Symbols
 by Donald L. Potter, 7/27/06

Consonants

Voiceless	Voiced	Voiced Nasal	Liquid
/p/	/b/	/m/	
/hw/	/w/		/k/+/wh/
/f/	/v/		
/th/	/th/		
/t/	/d/	/n/	/l/
/s/	/z/		/r/
/sh/			/y/
/ch/	/j/		
/k/	/g/	/ng/	/x/ = /ks/
/h/			

Vowels

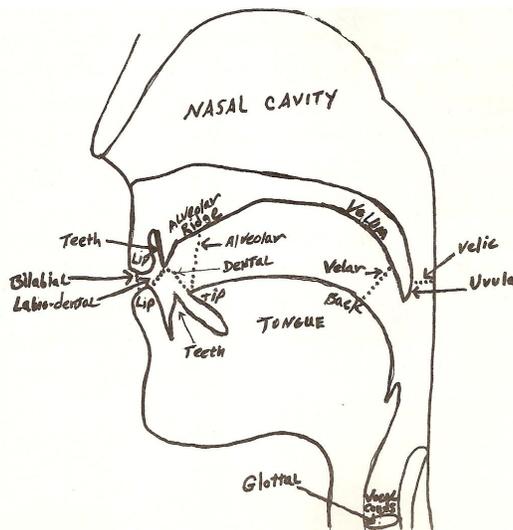
/ā/	/ē/	/ī/	/ō/	/yōō/
/ǎ/	/ě/	/ĩ/	/ǒ/	/ũ/
/au/			/ōō/	/ ûr /
/ar/			/ōō/	
			/ou/	
			/oy/	
			/or/	

Phonovisual Consonant Chart
Articulators and Manner of Articulation Labeled
 A Broad Phonemic Transcription
 by Donald L. Potter, 7/29/06

	Voiceless	Voiced	Nasal continuants	Liquid
Bilabial Stop (plosive)	/p/	/b/	/m/	
Bilabial Fricative (continuant)	/hw/	/w/		/k/+/wh/
Labiodental Fricative	/f/	/v/		
Tip Dental Fricative	/th/	/ <u>th</u> /		
Tip Alveolar Stop	/t/	/d/	/n/	/l/ lateral continuant
Tip Alveolar Fricative	/s/	/z/		/r/
Blade Alveopalatal Fricative	/sh/	/zh/		/y/
Blade Alveopalatal Stop	/ch/	/j/		
Back Velar Stop (plosive)	/k/	/g/	/ng/	/ks/ or /gs/
Glottal Fricative	/h/			

/ks/: expert; /gs/: exact; nasals are continuants not stops.

Facial Diagram



Here's a broadside split-half of a human head. Notice that all the points of articulation are on the superior (top) side of the oral cavity, and the articulators are on the lower side of the oral cavity.

Labeled Phonovisual Vowel Chart with Dictionary Respellings and Common Spelling Patterns

	A	E	I	O	U
Long Vowels	/ā/ a-e ay ai	/ē/ ee -e ea	/ī/ i-e -y igh	/ō/ o-e oa ow - o	/yōō/ ew ue
Short Vowels	/ă/ -a-	/ĕ/ -e- ea	/ĭ/ -i- -y	/ŏ/ -o-	/ŭ/ -u-
Other Vowels	/au/ aw au a(ll)			/ōō/ u	/ûr/ ur er ir or
	/ar/			/oo/ u	
				/ou/ ow ou	
				/oy/ oi	
				/or/	

Select Quotes from the Phonovisual *Textbook for Teachers*

Only quotes concerning the historical and theoretical aspects of the method are included. Every reader of this paper is encouraged to purchase Edna B. Smith's *Textbook for Teachers* for specific instruction on the pedagogical aspects of the method. Donald L. Potter

“The Phonovisual method, an organized and scientifically structured method of teaching phonics was developed because of its authors’ deep concern or the vast number of non-readers and of children reading inadequately.” (1)

“Miss Schoolfield was a speech-correction teacher in the Washington, D.C. public schools. Miss Timberlake, at that time Executive Secretary of the Alexander Graham Bell Association for the Deaf, had taught hard-of-hearing children to speak. The background and experience of these two teachers proved the need to teach and to emphasize the relationship between the *sounds* and which compose a word and the *letters* which represent the sounds.” (1)

Miss Schoolfield had proved that the reading disability could be remedied by a modification of the techniques she used in speech correction. Miss Timberlake had proved that although the average deaf child had to acquire speech through carefully laborious teaching, he had no difficulty with the *mechanics* of reading. By pooling their knowledge and experience, they realized that they had a simple and effective tool. (1)

“In order to give proper importance to the teaching of phonics, and to prevent the instruction from becoming incidental, the Phonovisual Method is taught every day in a period of fifteen minutes to half an hour. No grouping is necessary.” (4)

“The Phonovisual Method has universal application. The common factor is speech. Using speech as a base, stressing the importance of *critical* listening, teaching the correct sound of the letters and their relation to the letter symbols, providing strength through many devices for improving skill in auditory and visual discrimination, the Phonovisual Method is successful at all grade levels, and in all fields of education. It is useful for the average, the brilliant, the handicapped, in adult education, and in teaching English as a foreign language.” (4)

“Although the importance of left-to-right eye movement is stressed, the consonants are taught vertically. This is done to retain the all-important kinesthetic organization of the chart – sequential order from lip to tongue-palate sounds, as explained previously. This is done, also, for the practical reason of space.” (6)

“The secondary spellings on the Charts are by no means all-inclusive. Only those most frequently used in elementary text-books are listed.” (45)

“The Phonovisual Method was first used as a remedial reading technique for children in the intermediate grades. The spectacular results, so easily achieved, led the authors into broader fields. Appalled at the ever-increasing number of remedial pupils, they decided to establish a primary school so that children, at the very beginning of their schooling, could be taught the basic phonics skills needed for independence in the basic phonics skills needed for independent reading, spelling, and writing.” (58)

“The results of their decision have been far-reaching in all parts of the country. In the late 1950’s, the Method was introduced at the kindergarten level, a need now advocated by leading reading experts.” (58)

“... Phonovisual is useful with any basal reader, with any book. It cannot conflict with any printed matter any more than knowledge of the alphabet can conflict with any printed matter. Phonovisual knowledge makes the alphabet functional in reading spelling, and writing. The *sounds* of the alphabet letters enable us to talk in words.” (64)

“Today, practically every basal series has added a phonics program. Why use Phonovisual? One reason is that the daily teaching of the Phonovisual Method as a separate subject eliminates the danger of phonics being taught incidentally. Secondly, the all-important scientific structure of the Method gives the child the order and confidence, by *sound*, as the alphabet give it by letters in the alphabet. Thirdly, many reading series manuals assume that all teachers know the *sounds* of the letters and give little, if any, help in producing the sounds correctly. Many Phonovisual Teacher-training courses have proved that much time is needed to train (or un-train) the teachers in hearing and producing the sounds correctly.” (64)

“The Phonovisual Method is *organized* phonics. The Consonant Chart has vertical, horizontal, and kinesthetic organization. The kinesthetic is the most important. To conform to that valuable organization, it was necessary to present the sounds in a vertical position.” (86)

“... we do not teach word families. Many teachers keep lists of word families on the chalkboard. We are stressing left-to-right eye movement; we are stressing the application of their knowledge of initial consonant sounds. When the eye is exposed to lists of words having the same ending, many children tend to look at the end of a word for help. This will not result in left-to-right eye movement, nor to fluent reading.” (89)

“The Phonovisual Charts, because of their scientific and kinesthetic order of sounds given, remain constant and dependable. In a sense these two approaches [basal reading series phonics and Phonovisual] could be compared to teaching the letters of the alphabet in random, and never teaching the alphabet by rote. What would happen to dictionary use, to orderly filing, etc.? The order of the Phonovisual Charts gives the same confidence for self-help as a good dictionary – they become the student’s “sound” dictionary” (65)

“Let’s assume we are in a first-grade reader. The first sound presented could be *m*. *Do whatever your manual tells you to do*. Do, however, take time to relate it to the Phonovisual Chart by saying “We also have that sound on our Chart. Who can find it? The picture of the *monkey* is different, but the beginning *sound* is the same. Can you hear it when I start to say *monkey*? We will talk more about this later.” Proceed with your manual instructions, *and* proceed with the orderly teaching of the Phonovisual Chart. In effect, it becomes “double-dosing.” When you reach the *m* sound on the Phonovisual Chart, use the devices and games suggested, resulting in a conclusive review and

strengthening skills. The reverse is true, since some sounds will have been taught from the Phonovisual Chart that have not been taught by the reading series.” (65) [Note: This is exactly how I use the Phonovisual Charts. I teach various phonics programs, but reinforce whatever phonics they contain with a systematic study of the Phonovisual Charts.]

“...It was not the intent of the authors to enter the publishing field by adding another basal reader series. Their interest was in thorough teaching of phonics at the primary level. Not even a pre-primer can be written completely phonetically without resulting in the inanity of “Dan can fan man.” (65)

“A second reason for not having Phonovisual readers is that the universality of the method would be lost. Only schools using these hypothetical readers would have the benefit of this strong phonics method. The need for decoding words is universal. The *simplicity* of the *Phonovisual Method* has been of great benefit in training teachers in practical phonics so that they can teach children with more assurance.” (65)

“Thorough teaching of all initial consonants and stressing left-to-right eye movement enables the pupil to attack words with confidence. It also helps to prevent, and to cure reversal tendencies. (65, 66)

These quotes are valuable for their theoretical and practical insights. *The Phonovisual Charts* can be used to teach basic phonics even if a different method is used in the classroom. The continuous use of the method since 1942 is solid evidence of its effectiveness. Donald L. Potter

On June 26, 2017, I noticed the following helpful child-friendly description of the consonant columns on the Primary Daycare website:

Voiceless Consonants:	p wh f th t s sh k h	= <i>Quiet Cousins</i>
Voiced Consonants:	b w v th d z j g	= <i>Noisy Cousins</i>
Nasal Consonants:	m n ng	= <i>Singing Cousins</i>
Liquid Consonants:	qu l r y x	= <i>Neighbors</i>

Comments on the Phonovisual Method by Edna B. Smith in
The Summarization of the Afternoon Session
First Annual Conference, Reading Reform Foundation
Hotel Astor, NY, NY, August 1, 1962

Mr. Hubball: Mrs. Edna B. Smith of the Primary Day School, Bethesda, MA, will describe the Phonovisual Method installed last year in the District of Columbia schools.

Mrs. Smith: In the late 1930's, Miss Lucille Schoolfield, a speech correction teacher in Washington, D.C. Public Schools, discovered that by the time she had corrected the child's speech, the child, who in most cases was a non-reader, was reading. She backtracked to see how this had come about. After collaboration with Miss Josephine Timberlake, who was teaching the deaf to speak, they developed the Phonovisual Method in the early 1940's. The Primary Day School in Bethesda, Maryland, was established in 1944 as a demonstration school for this Method.

The Phonovisual Method is organized phonics. The Method Book and a set of illustrated wall charts – one for consonants and one for vowels – are the basic materials needed for teaching the Method. Supplementary materials are available. This material is scientifically organized. The consonant chart lists, in the first column, all breath consonant sounds; in the second column, all voiced consonants. Next column has nasal sounds, and the last column has all the other sounds needed for elementary reading. Kinesthetic organization of the charts is perhaps the most important feature. Here Miss Timberlake's experience with teaching the deaf to speak was invaluable.

If the child comes to school talking, he must be hearing sounds; he may not hear all of them correctly. The Phonovisual Method teaches the child to listen critically. It is for this reason that we advocate Phonovisual materials at the very beginning of kindergarten. We began with daily drill, starting with three sounds or five sounds and proceeded until the consonant chart has been learned. We teach consonants first because most words in existing basic readers begin with consonants. We teach short vowels first because most of the vowels in the pre-primers are short vowels.

The Phonovisual Method has universal application. It was originally started for remedial and first-grade students. Now it is being used in kindergarten and through all elementary grades, junior and senior high school, college, reading laboratories, and in adult education. Because of the simplicity of the method and the logical teaching techniques, it has been proven especially valuable in teaching the mentally retarded and brain-injured child. It is used in about twenty-two foreign countries for teaching English, and is being used experimentally with juvenile delinquents, since it is acknowledged that there is a relationship between delinquency and non-reading.

In June, an experiment was started in a New York prison, using the Phonovisual Method to teach prisoners to read. The warden had organized a fine vocational school for the prisoners so that when they left the prison, they could get jobs. The warden discovered that they could not read well enough to fill out the application forms. In the same way, when Johnny has reading troubles, he becomes frustrated, and is often labeled backward without determining the basic reason for the trouble. Teacher-training courses are given at the Primary Day School every summer. Through our Extension Service, training courses are given in schools around the country, as required.

Phonovisual is workable across the intelligence scale: it works as well for the average and below-average child. We have never had a non-reader at the Primary Day School, although the IQ range of the pupils is comparable to that of students in an average public school. There is no need for grouping when teaching the charts. At the end of two years of training in the Phonovisual Method, the child has very tool he needs for successful elementary reading, spelling and speech.

The Phonovisual Method

by Lucille D. Schoolfield and Josephine B. Timberlake

Quotes from the 1960 Edition

THE PHONOVISUAL METHOD is based on the use of pictorial charts* arranged on a scientific phonetic foundation, together with a definite plan for training in auditory and visual discrimination. There are 26 sounds on the Consonant Chart and 17 sounds on the Vowel Chart. The instructions in this book make it easy to teach children to recognize and blend them in words.

There are only three main points to keep in mind: 1. The teaching of all initial consonant sounds. The teaching of all initial and final consonant sounds. The teaching of 17 vowel sounds. A good teacher will have no difficulty if (a) she knows how to produce all the sounds correctly and (b) she teaches each step with complete thoroughness.

Supplement, Not a Substitute

It should be clearly understood that the use of the Phonovisual Methods does not in any way presuppose the discarding of (1) the sight method of teaching reading, with excellent results often obtained by that method; (2) the study method of teaching spelling, which has proven its value through the years; or (3) the excellent methods of teaching corrective speech so successfully used in the past quarter of a century. Rather the Method proves of definite value in connecting with sight-reading. It simplifies the teaching of spelling so that the hundreds of phonetic words occurring in the elementary grades are mastered quickly without study, leaving additional time to spend on “word demons” which require special drill. It offers the classroom teacher a scientific means of improving speech of all pupils, and of correcting minor speech defects along with other work. This has a double advantage: it does not take the child with slight defects from the classroom, and it frees the speech correctionists for extras work with more serious cases.

The Phonovisual Method in Reading

We repeat: *The Phonovisual Method is not intended to be used instead of sight reading, but as a parallel teaching.* It gives the pupil power to attack words he has not previously seen, and gives him security by providing clues which help him remember words already learned. Evidence is strong that its use tends to prevent some of the causes of reading failure, such as “reversal tendencies.” The child who knows the sound of *s*, and can listen to the word *saw* and tell his teacher whether he hears the *s* at the beginning or end of the word, will not confuse *saw* with *was*.

*The authors wish to acknowledge their indebtedness to Alice E. Worchester and Caroline A. Yale, of the Clarke School, Northampton, Mass., for the grouping of the letters which help make words pronounceable at sight. The arrangement of the Phonovisual Charts, however, is different from the Yale Charts, and the illustrations and methods are entirely original.

In the Teacher's Guidebook which accompanies their primer, *Fun with Dick and Jane*, William S. and Lillian Gray stress the importance of stimulating auditory perception.

“Experience” they say, “teaches that ability to distinguish the sounds of words that are in children’s speech vocabulary is an indispensable aid in learning to read....Ear training is often necessary to help pupils to recognize sound elements with a specific part of a word....The ability to associate a common sound element with a specific part of a word isdifficult. For example, when asked to think of words that begin like *see* and *so*, the pupils often give words which end with *s*, such as *runs* and *goes*.”

Use of the Phonovisual Method usually eliminates such troubles as these. It makes it easy, instead of difficult, to associate the sound elements with specific parts of words. A child learns the sound of *s* without effort, thinking he is playing a game, and can very soon listen to the word *see* and tell his teacher whether he hears the *s* at the beginning or the at the end of the word. He will not reverse the initial and final positions of the sound, nor will he be likely to confuse the voiceless *s* in words like *see* and *this* with the *z* sound of the voiced *s* in *runs* and *goes*.

Mable O'Donnell, author of the widely used *Alice and Jerry*, series, in her monograph, “Word Recognition Techniques,” says:

“As a result of over-zeal for thought getting and our hasty discard of phonics, without at the same time substituting a better method of word recognition, we are creating many of our own remedial cases. Experts in remedial reading are constantly reminding us that a goodly number of pupils retarded in reading are so because they have no apparent method, or at best ineffectual methods of word recognition. Is there no middle course between the old phonetic approach where pupils recognized words too well and thought too poorly, the newer approach where pupils would find thought getting a joy if they could only recognize the words?”

The authors of the Phonovisual Method offer it as this “middle course.” Some of the values they have found from its use in special cases are as follows:

1. It provides quick and easy means for teaching all initial and final consonants, and vowel sounds.
2. It teaches the pupil that a consonant sound at the beginning of a word is identical to the same sound at the end of a word.
3. It teaches them to distinguish easily between letter often confused, such as *p* and *q*, *m* and *n*, *b* and *d*.
4. It trains him to read from left to right by emphasizing the beginnings of words, thus preventing “reversals.”

5. It gives the child, in the first few months of his reading experience, tools with which to attach new words. He does not have to stop and acquire each tool as the need arises, and does not confuse similar words such as *funny*, *bunny*, *sunny*.
6. It corrects minor speech defects without making the child aware of being corrected.
7. It gives security to the child who has failed in reading, or who is slow.
8. It produces marked improvement in the reading and spelling of remedial cases.
9. It enables even the first-grade child, after mastering the consonants and vowels, to read and spell hundreds of words without study.
10. It provides a short cut to reading and spelling of the 29 initial consonant blends, thus avoiding days, perhaps even weeks, of laborious teaching.
11. It recognizes the importance of stressing comprehension and fluency.

The Phonovisual Method in Spelling

The habit of critical listening taught by the Phonovisual Method is especially valuable in spelling. It may be explained in this way:

A child listens to a bird sing, and knows merely that it is a bird singing. *Critical Listening* teaches him to differentiate between the sounds of a thrush, robin, cardinal, etc. In the same way he may listen to words, with no consciousness of their characteristics. He may not be aware of the *ng* in *going*, the last *t* in *last*, the *d* in *hand*; but after he has been taught to listen to a word all the way through, and to identify its beginning and ending sounds, he is not in danger of omitting these sounds when he speaks and spells. Nor is he likely to be guilty of such substitutions as *sake* for *shake*, such omissions as *banch* for *branch*, such reversals as *srteet* for *street*.

Once a child has mastered the Phonovisual Charts, it will be found that there are literally hundreds of words which he can spell correctly without any study or preparation whatever. Even on a test so carefully controlled as the Buckingham-Ayres Spelling Scale, he is able to spell immediately 70 per cent of the words through the sixth grade.

The Phonovisual Method in Speech

The Phonovisual Charts contain all the elements of speech which the normal child learns in babyhood during the babbling period. As is well known, a child speaks English because he hears English, Dutch because he hears Dutch, French because he hears French. He does not begin to speak in words, but babble consonant and vowel sounds months before he combines them to make words.

It seems probable that the child with defective speech has heard certain sounds incorrectly, not because he is hard of hearing, but because he may lack the finer powers of auditory discrimination. The training provided by the Phonovisual Method automatically corrects many defective speech sounds without the necessity for laborious teaching and prolonged speech drill.

In the case of the child with normal speech the Method is useful because it develops a keen ear for detecting even slight variations in syllables, vowel sounds, and the endings of words. The child who has been taught to listen to speech sounds is not likely to say *pin* for *pen*, *free* for *three*, *sep* for *step*.

Some Notes from Step 2: How to Begin Teaching with the Phonovisual Method

Keep these main points in mind in your teaching:

1. Always use this material as a game, not a drill. Remember that one of its main purposes is to give the child a sense of confidence and security, and a feeling of doing things easily.

2. Master each step thoroughly before going to the next. Don't be tempted to go too fast.

3. Keep the charts in sight at all times and teach the children to refer to them whenever they need help.

4. When teaching with the key pictures, follow the order of the chart in each repetition until the sounds and their location on the charts are mastered. The children should be as secure in knowing the position of the sounds on the chart as a typist is in knowing the position of the letters on the keyboard.

5. Don't practice mistakes. If a child speaks or writes a sound incorrectly, immediately give him many opportunities to practice the correct form. Do not allow the incorrect sound to become fixed in his mind through repetition.

Blends

The teaching of blends grows naturally out of the practice of *listening through the word*. This practice has sometimes been called the Phonovisual Method's most important contribution to education. It relieves the busy teacher of the laborious task of teaching not less than 29 consonant combinations in initial position – not to mention the additional flock that occur at the ends of words! Just think for a minute of the hours required to fix in the minds of a group of children the following appalling list: bl, br, cl, cr, dr, dw, fl, fr, gl, gr, pl, pr, sc, scr, shr, sk, sl, sm, sn, sp, spl, spr, squ, st, str, sw, thr,...and then of attacking the final blends like mp, pt, ft, nk, nt, etc.! *Teaching these blends as independent entities is a waste of time!* [The method teaches the children how to read, write, and spell consonant blends, but not as "independent entities" to be memorized.]

Word Families? No!

As may be seen by the foregoing paragraphs, the Phonovisual Method makes unnecessary the toilsome task of teaching word families, such as the “all” or the “at” family. After a child has learned the consonant chart and the one short vowel -a-, he can *without study* spell and read such word families as ab, ad, ag, al, am, amp, an, and, ang, ant, ap, as, ask, ast, at, ax. Furthermore, the authors of the Phonovisual Method believe that the teaching of word families tends to cause reversals by having the children look at the ends of words instead of the beginning. Effort should always be directed at having the pupil start with the first sound in the word and go through the word. If this is done systematically, he will not hesitate to attach words of more than one syllable when they occur in his reading. Many six-year-olds at The Primary Day School, given a Gray Oral Reading Test in April, figure out for themselves such words as *interesting* and *enjoyed*.

The Charts as Permanent Reference Material:

If the charts are kept constantly in sight after they have been mastered, it will be found that the children refer to them for guidance, much as adults refer to the dictionary. They offer help in reading, spelling, speech, and writing. [I keep a set of the Phonovisual Wall Charts in the front of my remedial reading classroom at the Odessa Christian School. I also give the children the 8½ x 11 Charts for the children to refer to at their desk or at home when reading. The children find them tremendously helpful. Donald Potter]

Why Teach Vowels in First Grade?

After learning only one short vowel (-a-) a child who knows the consonants can figure out for himself any of the sounds of the words on page 65 (short a words) that he wishes to use. For dictation or reading, the teacher should of course select those that occur in his vocabulary. After he has acquired all five of the short vowels, he can actually sound out not less than 30 to 35% of the words in his reader without the necessity for study, and can add them quickly to his sight vocabulary. To teach such a list as sight words would require hours, even days, of endless repetition. No busy teacher should undertake the unnecessary labor. At the same time, she should never overlook the fact that it is possible to acquire fluency in reading words without always achieving understanding. A good teacher makes constant use of questions and devices which require the class to “read and find out” the meaning of sentences and stories. Word recognition is really reading only when it is accompanied by comprehension. [This paragraph answers an interesting question. At the time the Phonovisual Method was first published, it was common practice to teach only sight-word and consonants in first grade, leaving the teaching of the vowels for the second grade. Schoolfield and Timberlake wrote this to defend the Phonovisual practice of teaching vowels in first grade. Don Potter]

First Grade Results

The children have mastered both Phonovisual Charts. They are held responsible for the correct use of all the primary spellings (those printed in large letters). They are able to spell any phonetic word using the main spellings.

Teachers who have used the Phonovisual Method with average first grade classes frequently state that by the end of the year their pupils can pick up any first-grade book and read it at sight. A large percentage of these children test third grade and above.

Perhaps the most important result is the evidence of confidence and security shown by the children. Their personal sense of achievement prompts them to attach new words and to explore unfamiliar books. Their comprehension is increased by their skill in quick word recognition, and enables them to follow wherever their curiosity leads them.

The Charts on the next two Pages are from the 1960 *Phonovisual Method* teacher's manual. The copyright dates are 1944, 1949, 1953, 1960. There are 79 pages in the book. The 1949 edition had 20 pages. The method has remained stable since its first publication. The Charts are exactly the same as the current charts, except that the pictures have been updated and *or* was included as a secondary spelling for *aw*. I purchase the charts that I use in my classroom from www.phonovisual.com.

On page 5 of the 1960 Phonovisual Method, we read in a footnote, "The authors wish to acknowledge their indebtedness to Alice E. Worchester and Caroline A. Yale of Clarke School, Northampton, Mass., for the grouping of the letters which helps make the words pronounceable at sight. The arrangement of the Phonovisual Charts, however, is different from the Yale Charts, and the illustrations and methods of use are entirely original."

A Concluding Personal Story

The tale of how I came into possession of the 1960 *Phonovisual Manual* and *Phonovisual Game Book* is most interesting. I had been told by the original first-grade teacher at the Odessa Christian School, where I teach, that the school used the Phonovisual Method the first year. After the first year, they discovered the *Open Court* program and switched to that for the next 30 or so years. Last week the kindergarten teacher, who is retiring from teaching after a highly distinguished career, was cleaning things out of her classroom. I quipped to her, "Wouldn't it be something if we could locate the original Phonovisual materials?" She smiled and started looking through a file cabinet. Not five minutes later she replied, "Is this what you are looking for?" Sure enough, she had both books! The material in this paper - from page 17 to 22 - are from the 1960 *Phonovisual Method* book that she lovingly preserved.

Phonovisual® Consonant Chart

 p—  b—  m—

 wh—  w—  qu—

 f—
ph  v—

3 th— thisth—

 t—  d—  n—  l—

 s—
c  z—
s  r—

 sh—  y—

 ch—
tch  j—
g

 k—
c ck  g—  -ng
n(k)  -x

 h—

Phonovisual® Vowel Chart

				
a-e ay ai	ee -e ea	i-e -y igh	o-e oa ow -o	u-e ew
				
-a-	-e- ea	-i- -y	-o-	-u-
				
aw au a(II) o(r)			oo	ur er ir or
				
a(r)			oo u	
				
			ow ou	
				
			oy oi	

Below is Edna B. Smith's report to the First Annual Conference of the Reading Reform Foundation in 1963.

MR. HUBBALL: - Mrs. Edna B. Smith of the Primary Day School, Bethesda, Maryland, will describe the Phonovisual Method installed last fall in the District of Columbia schools.

MRS. SMITH: - In the late 1930's. Miss Lucille Schoolfield, a speech correction teacher in Washington, D. C. Public Schools, discovered that by the time she had corrected the child's speech, the child, who in most cases was a non-reader, was reading. She backtracked to see how this had come about. After collaboration with Miss Josephine Timberlake, who was teaching the deaf to speak, they developed the Phonovisual Method in the early 1940's. The Primary Day School in Bethesda, Maryland, was established in 1944 as a demonstration school for this Method.

The Phonovisual Method is organized phonics. The Method Book: and a set of illustrated wall charts – one for consonants and one for vowels – are the basic materials needed for teaching the Method. Supplementary materials are available. This material is scientifically organized. The consonant chart lists, in the first column, all breath consonant sounds; in the second column, all voiced consonant sounds. Next column has the nasal sounds, and the last column has the other sounds needed for elementary reading. Kinesthetic organization of the charts is perhaps the most important feature. Here Miss Timberlake's experience with teaching the deaf to speak was invaluable.

If the child comes to school talking, he must be hearing sounds; he may not hear all of them correctly. The Phonovisual Method teaches the child to listen critically. It is for this reason that we advocate use of Phonovisual materials at the very beginning, in kindergarten. We begin with daily drill, starting with three sounds or five sounds and proceeding until the consonant chart has been learned. We teach consonants first because most words in existing basic readers begin with consonants. We teach short vowels first because most of the vowels in the pre-primers are short vowels.

The Phonovisual Method has universal application. It was originally started for remedial and first-grade students. Now it is being used in kindergarten and through all elementary grades, junior and senior high school, college reading laboratories, and in adult education. Because of the simplicity of the Method and the logical teaching techniques, it has been proved especially valuable in teaching the mentally retarded and brain-damaged child. It is used in about twenty-two foreign countries for teaching English, and is being used experimentally with juvenile delinquents, since it is acknowledged that there is a relationship between delinquency and non-reading.

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Phonovisual is workable across the intelligence scale; it works as well for the average and below-average child as it does with the bright child. We have never had a non-reader at the Primary Day School, although the IQ range of pupils is comparable to that of students in an average public school. There is no need for grouping when teaching the charts. At the end of two years of training in the Phonovisual Method, the child has every tool he needs for successful elementary school reading, spelling and speech.

CONSONANT SOUNDS

h-

wh

w-

p

b

m

t

d

n

l

r

k

g¹

ng

f

v

¹
th

²
th

s¹

z¹

c(e)

s¹

c(i)

c(y)

y-

sh

zh

x = ks

ch

j

qu = kwh

tch

g²-

-ge

dge

VOWEL SOUNDS

1	2				
oo	oo	o-e	aw	-o-	
(l) u-e		oa	au		
(r) u-e		-o			
(l) ew		ow ²			
(r) ew					
ee	-i-	a-e	-e-	-a-	
- e	- y	ai	ea ²		
ea ¹		ay			
e-e					
	a(r)	-u-	ur		
		-- a	er		
		-- ar*	ir		
		-- er*			
		-- ir*			
		-- or*			
		-- ur*			
		-- re*			
a-e	i-e	o-e	ou	oi	u-e
ai	igh	oa	ow ¹	oy	ew
ay	- y	-o			
		ow ²			

VOWELIZED CONSONANTS

m	n	l	r
			-- a
			-- ar*
			-- er*
			-- ir*
			-- or*
			-- ur*
			-- re*

*Optional

Biographical Information Concerning Caroline Yale: Creator of the Northampton Charts

Caroline Yale

born September 29, 1848, Charlotte, Vermont, U.S.

died July 2, 1933, Northampton, Massachusetts

Yale attended Mount Holyoke Female Seminary (later Mount Holyoke College; 1866–68). She taught briefly in schools in Brandon and Williston, Vermont, and in 1870 joined the staff of the Clarke Institution for Deaf Mutes (from 1896 the Clarke School for the Deaf) in Northampton, Massachusetts. In 1873 she became associate principal, and in 1886 she succeeded the ailing Harriet B. Rogers as principal.

At the Clarke School, Yale and a fellow teacher developed a more detailed and accurate system of phonetic symbols to replace those in Alexander Melville Bell's *Visible Speech* (1867). The resulting "Northampton Vowel and Consonant Charts," explained in the pamphlet *Formation and Development of Elementary English Sounds* (1892), became the most widely used system in America. In 1889 Yale also established a teacher-training department at Clarke and introduced pioneering classes in manual skills and programs of athletics for deaf children. In 1890 she helped establish the *American Association to Promote the Teaching of Speech to the Deaf*, and she served as its director for many years. She retired as principal of the Clarke School in 1922 but continued to direct the teacher-training program until her death. In 1931 she published an autobiography, *Years of Building: Memories of a Pioneer in a Special Field of Education*.

Educator of the deaf, born in Charlotte.

After briefly attending Mount Holyoke (the only New England College open to women) she started teaching in Brandon, and was soon invited to teach deaf children in Northampton, Massachusetts, where she found her calling.

During her time at the Clarke School, she worked with Alexander Graham Bell, who had come there to research phonetics. She inspired her students and encouraged them to see their handicaps only as obstacles to be overcome. Her goal was to help deaf children become part of society alongside people of normal hearing.

Fundraising always being an issue, Yale was pleased when a teacher she had trained started to endow the school. After attending the University of Vermont, Burlington native Grace Goodhue became a teacher at Clarke. The training she received under Yale turned Miss Goodhue into a lifelong advocate for the deaf, to continue after she married Calvin Coolidge and later became First Lady. During the final months of her husband's term, Grace raised more than two million dollars to support education for the deaf, which she presented to Caroline Yale.

Yale spent more than 60 years at the Clarke Institute for the Deaf as a teacher and principal (1886-1922). She helped devise the Northampton Vowel and Consonant Charts, a widely used teaching aid, and helped gain national acceptance of the oral method of teaching in deaf schools.

VirtualVermont:

<http://www.virtualvermont.com/index.php?loc=http://www.virtualvermont.com/history/cyale.htm>
1

Note from Internet Publisher: Donald L. Potter

August 7, 2006

I started using the *Phonovisual Charts* in conjunction with my tutoring work with Rudolf Flesch's 72 Phonics Drills in *Why Johnny Can't Read and what you can do about it* (1955), also published in 1956 as *Johnny Can Read*. Although the Phonovisual method was originally designed to be used with the then popular look-and-say, sight-word programs, I have found it highly effective when used in conjunction with **any phonics method**. The scientific (linguistic) layout of the spellings of the English speech sounds has much to commend it. *The Phonovisual Method* is a Universal Method of wide application and undeniable efficiency. They are available from www.phonovisual.com.

Mr. Bill Carroll, author of the new *School Phonics* program, which was recently discontinued by Didax, tells me that the old *Open Court Method* (1963 to 1989 editions), follow the principles of Margaret McGinnis' *The Association Method*, which in turn made use of the *Northampton Charts*. All these programs are related to the brilliant work of Caroline Yale and her *Northampton Charts* (1892, 1946). It should be noted that Caroline Yale based her work on phonics charts that were designed by Alice Worcester at the Clark Institute before the turn of the century. You can read Yale's English Speech Sounds at the following link. <http://donpotter.net/pdf/yale-english-speech-sounds.pdf>

For more information on both the theoretical and practical aspects of teaching reading with phonics, visit the Education page of my web site: www.donpotter.net.

Although the *Phonovisual Charts* were first designed to be used as a supplement to the then popular *Dick and Jane*, Alice & Jerry type sight-word readers, it is even **more effective** when used with a good phonics program. I have used the charts with Rudolf Flesch's 72 Exercises, my *Blend Phonics Lessons and Stories*, and several other phonics programs. The scientific organization of the chart is the secret of its power to make ANY good phonics program even better. I believe that every kindergarten and first-grade classroom would benefit enormously by posting a set of the Phonovisual Wall Charts on the classroom walls.

I buy the 8 ½ x 11 *Phonovisual Charts* from the company (www.phonovisual.com) and put them in page protectors to send home with the students. There is an mp3 recording of the charts for students on my website, that parents and teacher can download and give the students to use to practice the charts at home, and company sells an excellent audio CD.

Here are my Phonovisual Chart Training Videos:

1. Phonovisual Vowel Video: <https://youtu.be/Ne7qfYgiC7A>
2. Consonant Chart: <https://youtu.be/epgkACB0tZI>
3. Here is my video for both charts for kids: <https://youtu.be/OBdyTR-dqwx>

Yumiko Nakamura in 2005 wrote a Master's Thesis. "On the Phonovisual Method of Teaching Spellings and Sounds." It is an in-depth look at the linguistic side of the program. <http://harp.lib.hiroshima-u.ac.jp/hju/metadata/4758>

Mr. Potter published the last revisions to this document on February 2, 2023.



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Pupil sounding the voiced /w/ in "wagon" as distinguished from the breath sound /wh/ in "wheel" using Phonovisual Consonant Flip strips (a supplementary aid).

Here is a link to the 1960 edition of the Phonovisual Consonant Chart.

<https://archive.org/details/phonovisualmetho00scho/page/10/mode/2up>

Here is a link to the 1960 edition of the Phonovisual Vowel Chart.

The charts are slightly different in later editions. The o(r) was originally taught as a secondary spelling of the /aw/ (saw) sound. In later editions, it was placed at the bottom of the o-column.